# Outcomes Workshop 2013

Lake County
Consolidated Application

# *Agenda*
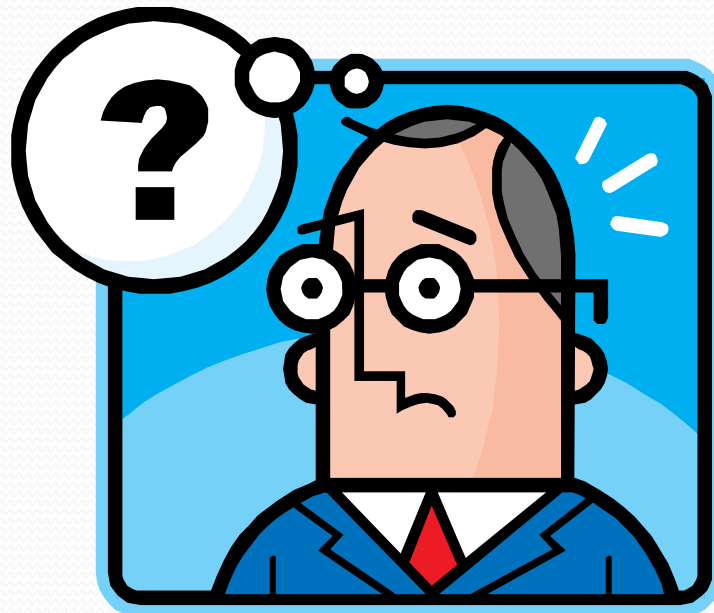
I)   Outcomes – The Basics

II)  The Logic Model

III) Writing Your Outcomes

IV) Using Your Outcomes

# *What are Outcomes?*

An outcome is a problem-related, attainable, and measurable statement of a program's intended effect on its client's knowledge, skills, attitudes, behavior, or condition.

# *HUH???*

The measurable effect on someone as a result of what they did in your program.

# Different from Outputs/Processes

Output/Process – What you do

Outcome – What they get

# *Defining Outcome Evaluation*

The way to demonstrate the actual measurable changes that your program has brought to the clients, agency, and community.

# *Evaluation Techniques*

Processes focus on:

- Numbers
- Demographics
- Budgets
- Activities

Outcomes focus on:

- Clients
- Community
- End Results

# *Specifically, Outcomes Are...*

**Focused** on what the client will gain

**Measurable** and define how it will be measured

**Specific** – tells who, how, and when

**Attainable** and can be attributed to that program

**Understandable** to someone outside of the program

# *Why should I evaluate?*

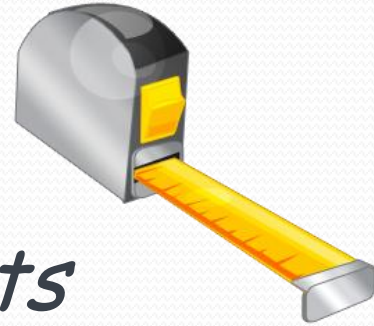"Evaluation is too complex – I don't have the time or skills to do it right."

"I don't need to worry about outcomes after they're written."

"I know what my clients need – I don't need to measure it."

# *Why measure outcomes?*

**External reasons to measure**

- Shifts focus from *process* to *results*

- Leads others to view your program as an investment, rather than a "charity"

- Shows exactly how your program makes a difference in the lives of people

- Attracts new donors and volunteers

# *Why measure outcomes?*

## Internal reasons to measure

- Sharpens program focus

- Improves management effectiveness

- Helps to identify training needs

- Motivates staff and volunteers

- Provides a tool to communicate the program's success

- Documents effectiveness for expansion
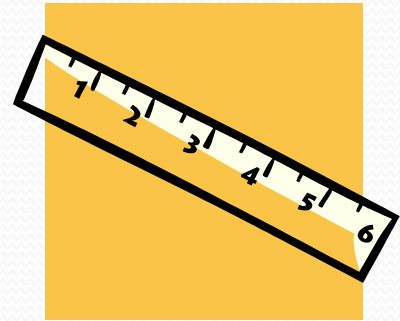
# A Traditional Service Program Model

| INPUTS | → | ACTIVITIES | → | OUTPUTS |
|--------|---|-----------|---|---------|

**Inputs** - resources dedicated to or consumed by the program *(What do you have?)*

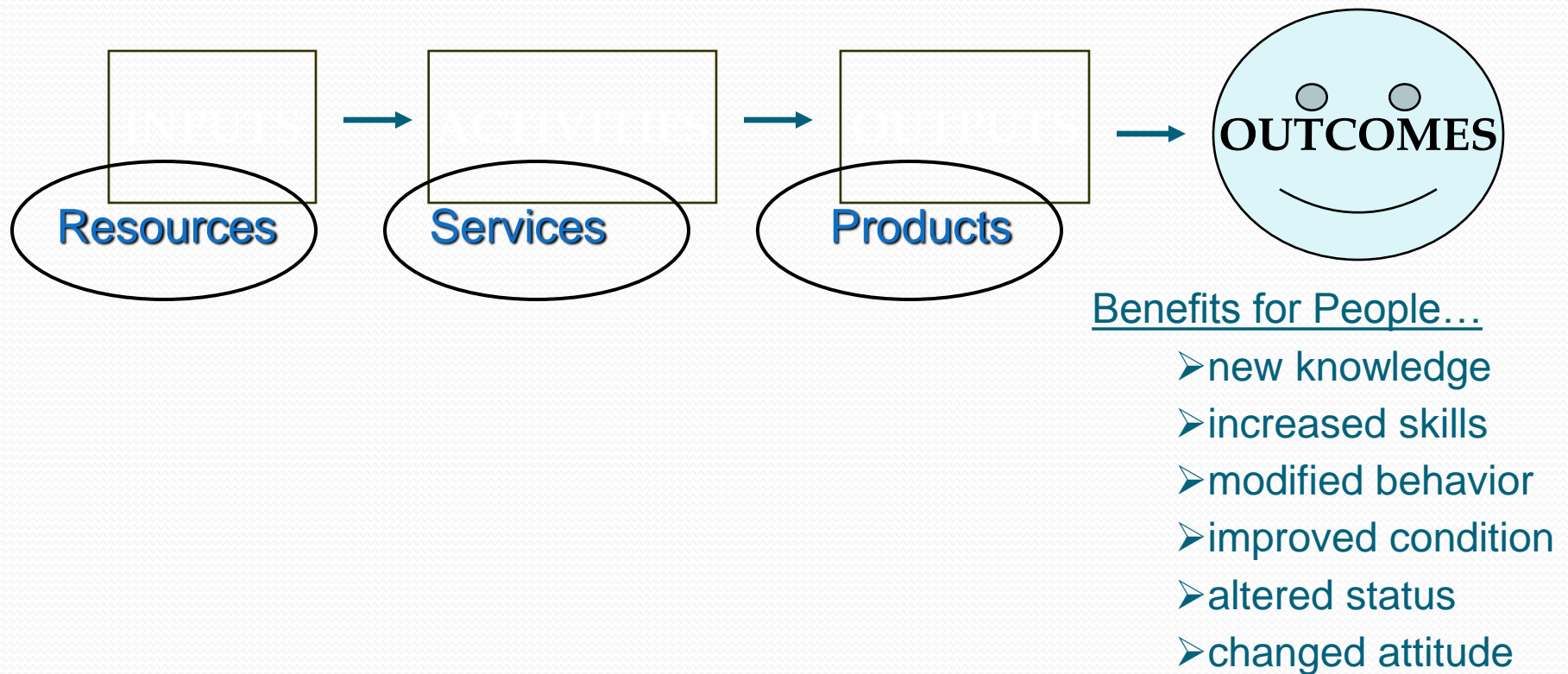*money, staff, volunteers, equipment, regulations*

**Activities** – services that fulfill the program's mission *(What do you have?)*

*training, education. counseling, mentoring*

**Outputs** - direct products of program activities *(How much?)*

the number of….

classes taught, hours of service, participants served, materials distributed, sessions held

# *A Program Outcome Model*

**Resources** → **Services** → **Products** → **OUTCOMES**

Benefits for People…
- new knowledge
- increased skills
- modified behavior
- improved condition
- altered status
- changed attitude

# Examples of Process/Outcomes Goals

## Process:

Provide 100 clients 1500 hours of counseling services.

## Client Based Outcome:

After 6 months of counseling, clients will report 65% achievement of counseling objectives.  These objectives will be defined by clients and therapist together within one month of intake and reviewed quarterly

# Another Example

## Process:

Hold 15 after-school health education and fitness classes for middle-school children.

## Client Based Outcome:

75% of children who attend a minimum of 8 health and fitness classes will be able to describe at least 3 examples of healthy food choices.

# Yet Another Example

## Process:

Provide support and counseling services to 150 youths identified as "at risk of juvenile delinquency"

## Client Based Outcome:

75% of youth served will report a higher positive use of time and more involvement in structured activity.

# *REMEMBER!!!*

OUTCOMES ARE CLIENT-FOCUSED, NOT PROCESS-FOCUSED

# *Specifically, Outcomes are…*

**Focused** on what the client will gain

**Measurable** and define how it will be measured

**Specific** – tells who, how, and when

**Attainable** and can be attributed to that program

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# Beware Specious Reasoning...

If **A** happens, then **B** happens, did **A** cause **B**?

# Which are Outcomes?

1. 200 youth will attend substance abuse prevention and awareness programs

2. At least 60% of youth will report an increased comfort in saying no to a request to try alcohol, tobacco, or other drugs

3. Six workshops will be offered in the program year (4 for youth and 2 for parents)

4. 50% of participants will report decreasing or discontinuing substance use

5. 50% of the youth who participate in this program will never have a substance abuse problem

# *Which are Outcomes?*

1. This program will provide access to free health care to all low-income residents of Lake County

2. 2000 clients will complete an office visit at least once in the program year.

3. 75% of clients with hypertension will achieve blood pressure control (< 145/95)

4. 90% of clients will increase awareness of their health care needs

# The *WHY*: What's the Point?

- Greatly strengthen any application for funding
- Educate funders, staff, board, & public
- Help build the program design & clearly explain program concepts
- Finds gaps in theory or logic
- Enhance the case for program investment

# How to Write Your Outcomes

- **Five Components:**
  - Outcome
  - Measurement
  - Strategies
  - Rationale
  - Long Term Effects

# The Outcome Management Team

- Should include...
  - Program Staff
  - Supervisory Staff
  - Marketing/Development
  - Key Volunteers

# You Decide the…

- **Outcome Goal**
  - Benefits for participants
- **Outcome Indicators**
  - The specific information collected to track a program's success
- **Outcome Targets**
  - Numerical objectives for a program's level of achievement on its outcomes

# For Example…

- ## Outcome Goal
    - **- Youth will abstain from substance abuse.**
- ## Outcome Indicators
    - **- The number of youth using substances will decrease as a result of this program.**
- ## Outcome Targets
    - **- 50% of youth will report decreasing or discontinuing substance use.**
    - **- 75% of youth will report increased awareness of health promotion behaviors.**

# To formulate an outcome…

## Ask Yourself:

- Why do we have this program?
- What difference does it make in the community?
- What do we want to be able to say about our clients?
- What do they know/have/do/become as a result of participating in our program?
- What change outside of our program do we want our activities to create in the community?

# To determine your outcome's measurements…
### (component #2)

**Ask Yourself:**
- How do you know that these things occur
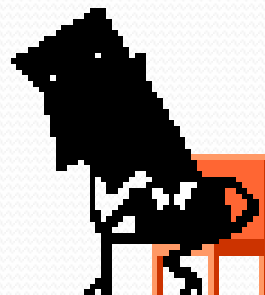- In what way will you track how program participants experience the intended benefits/changes?

# To determine your outcome's strategies…
## (component #3)

## Ask Yourself:

- What steps will you need to take to achieve your desired outcome?

    *(There will probably be more than one strategy, eg, numbers of classes, length of classes, number of participants)*

# To determine your outcome's rationale…
## (component #4)

**Ask Yourself:**

- Why is this outcome appropriate for participants?
- How is the target set at a certain level?
- How will the program increase the ability of participants to reach this goal?

# To determine your outcome's long-term effects...
## (component #5)

<u>Ask Yourself:</u>
- How will achieving your outcome(s) benefit the community
  *(May extend beyond the terms of the grant)*

# Write the Outcome

The Basic Format:

A number & percentage of clients will accomplish Y for/in Z amount of time

**100 or 75% of parents will report a 40% increase in how often they read to their children six months after they left the program.**

# Use Action Verbs!

- When writing outcomes, make your clients active participants, not passive recipients
  Use **action verbs** such as increase, decrease, maintain, obtain, improve what you want to change
- 75% of parents will report a 40% **increase** in how often they read to their children six months after they left the program.

# Example

## Client Based Outcome

75% of children who attend a minimum of 8 health and fitness classes will be able to describe at least 3 examples of healthy food choices

## Measurement

Pre/post questionnaires will be administered to children at the first, 8th and 15th class.

-or-

Students will keep food diaries tracking after school snacks and that will show an increasing awareness of making healthy food choices.

# Example

## Client Based Outcome

75% of children who attend at least half of the health and fitness classes will be able to describe at least 3 examples of healthy food choices

## Strategies

Health and fitness sessions afterschool which teach healthy eating and fun ways to exercise

We will hold 15 1.5 hour classes

Waukegan 6th graders will be recruited

100 children will join the program

75 children will attend all 15 sessions

# Example

**Client Based Outcome**

75% of clients with hypertension will achieve blood pressure control

**Rationale**

Hypertension is the most prevalent diagnosis and impacts over half our clients. Although widespread, it is a condition that can easily be controlled by the client and does not necessarily require medication.

## 2013 Lake County Consolidated Application
## PROPOSED PROGRAM YEAR OUTCOME

*What are the PROJECTED 2013 Program Year client-based outcomes and results for this program?*

| | |
|---|---|
| **State the Outcome:** State benefits for participants as a result of being in the program | |
| **Strategies:** Describe how the outcome will be achieved. | |
| **Measurement:** Indicate method(s) used to measure results. | |
| **Target Dates:** What are the target dates for this outcome? | |
| **Rationale:** What is the rationale for setting the outcome at the projected level? | |
| **Long Term Effect:** Explain how this outcome is beneficial to clients and/or the community, beyond the terms of the grant. | |

# WRITING OUTCOMES EXERCISE

*In small groups:*

- Briefly describe a program
- Identify the program's clients (there may be more than one client, but choose only one for this exercise)
- Identify a desired change or benefit for the client that the program provides
- Write an outcome for your program, complete with:
  1. Measurements
  2. Targets
  3. Strategies
  4. Rationale
  5. Long-Term effects

# After the Application... Making Outcomes Work for You

## Advanced Outcomes Training

# Successful programs recognize that outcomes…

- **Retain and increase funding**
- **Indicate program improvement needs**
  - Support long range planning
  - Increase agency-wide quality standards
  - Enhance programs' public image
- **Improve the community**
  - Set community goals
  - Identify partners for collaboration

# Do you have the *BEST* outcome for your program?

- Does it represent your primary customer/client?
- Does it show a change that is attributable to your program?
- Is the change meaningful?
- Would the service recipients agree with it?
- Would you invest in a program that did this?

# Common Mistakes

- Viewing the outcome process as just something you "have to do" in order to get funding
- Writing outcomes to fit what you already do
- Changing the target because you didn't reach it
- Not analyzing/using the data you receive
- Viewing setting outcomes as the endpoint – *It is just the beginning!*

# When setting outcomes/targets…

## DON'T REINVENT THE WHEEL!

- **Use national organizations**
- **Internet sources**
- **Network with other service providers**
- **Ask for help!!!**
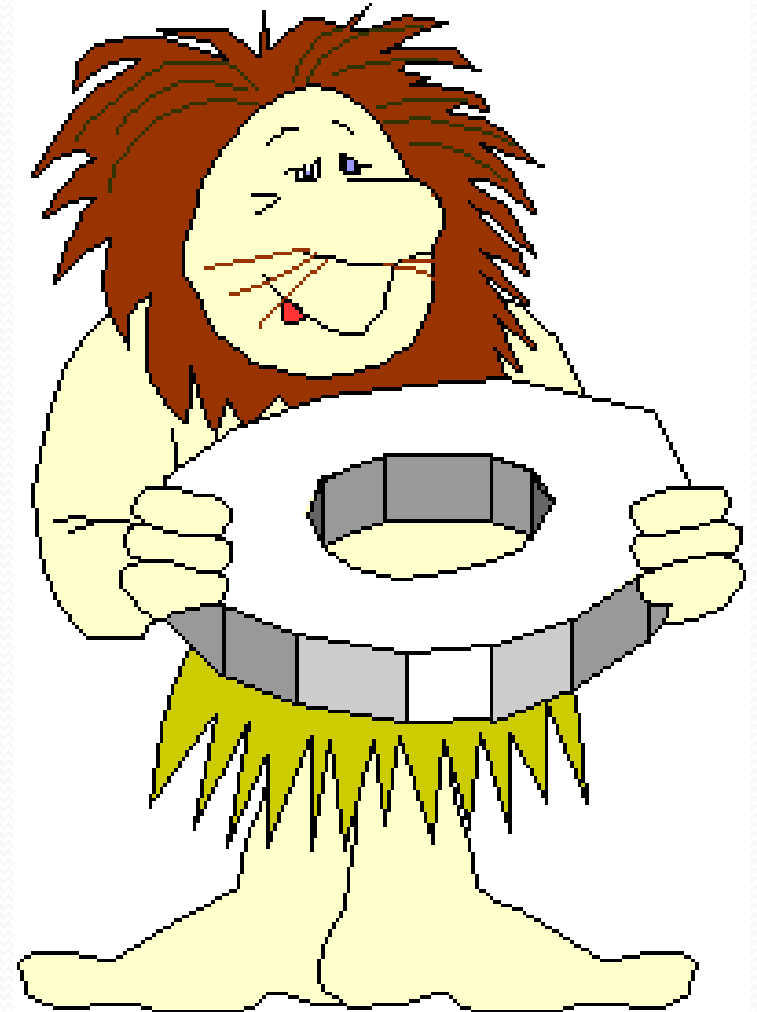
# Using Outcomes to Communicate Results

- Annual Reports
- Funding proposals
- Web sites
- Brochures
- Fund raisers
- Board meetings

- Staff retreats
- Direct mail campaigns
- Advertisements
- Public Relation pieces
- Volunteer training
- Many more…

# The Community Wants…

- Program specific data
- Statistics and numbers in context
- Know where the money goes
- Local examples of stories
- Not too technical

# When Communicating Outcomes...

- Be positive
- Focus on behavior changes that are meaningful
- Report realistic findings
- Don't give statistics that can't be attributed to your program
- Talk about the results you have measured, not what you expect to happen in the future

# "Don't throw out the baby with the bath water"

Don't disregard all else when you start using client-based outcomes for evaluation of your programs

# Using Outcomes for Program Improvement

- Sharpens program focus
- Improve management effectiveness
- Helps to identify training needs
- Motivates staff and volunteers
- Documents effectiveness for expansion

*Provides a tool to communicate the program's success*

# Program Improvement Process

- *Select* a problem that is hindering the achievement of the intended outcome
- *Determine* the causes of the problem
- *Brainstorm* many potential solutions
- *Select* the best improvement idea(s)
- *Develop* improvement plan
- *Implement* the plan
- *Assess* the effectiveness

# Tips for Better Plans

- Get the right people involved
- Avoid jumping to conclusions
- USE DATA!!!
- Work on problems within your control
- Develop a plan
- Follow and monitor the plan

# The Power of Performance Measure

- What gets measured gets done
- If you don't measure results, you can't tell success from failure
- If you can't see success, you can't reward it
- If you can't recognize failure, you can't learn from it
- If you can demonstrate results, you can win support!

# Questions?

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